Stockbridge Public School
Stockbridge, Wisconsin

Library information District plans
Chad Marx Superintendent
Curtis Meshak Principal
Andrea Parish Librarian

Introduction:
Vision/ Mission statement

The mission of the Stockbridge SCHOOL DISTRICT is to provide an appropriate educational program and learning environment which will effectively:

The Stockbridge School District library media program provides

services that empower students to become independent lifelong

learners. By providing equitable access to information and

technology, our library supports personalized student learning.

Our library provides:

-A robust collection of fiction and nonfiction titles

-Access to a online library catalog of eBooks

-Maker space for individual and collaborative exploration

-Online access to research databases

-Instruction to become discriminating consumers and skilled creators

of information

-Support and resources that are fully integrated into the district

curriculum

-Collaboration with teachers to foster and stimulate interest in

reading, viewing, and using information and ideas

Contact information:

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Chad Marx Superintendent 920-439-1158 Ext 245

Library Program Analysis

District Documents

Existing district library plan

District level strategic/digital learning and or building plans

- **Students at the elementary level will receive the following lessons through digital means:**
  - **Typing.com- Practicing typing skills**
  - **Learning about Digital Citizenship in a variety of lessons**
  - **Using Google classroom and other google features**
  - **Using an online catalog to find books and genres students like to read.**
  - **Osmos and ipads**
  - **Chromebooks- login in and going on different website how to navigate**
  - **3d Printers**
  - **Coding mice**

Students at the middle school level will receive the following lessons through digital means:

- **Log into google classroom**
- **Digital Citizenship**

- **Google and how to write papers using google**
- **Online catalog to find books and genres students like to read.**
- **3d Printers**
- **Ipads**
- **Chromebooks**
- **Online databases**

Board Policies and guidelines- related to selection and reconsideration of materials. Weeding , Copyright, interlibrary loan, student privacy, Digital Citizenship/technology

-BookPolicy Manual

Section2000 Program
Title LIBRARY MEDIA CENTERS
Codepo2522
StatusActive
AdoptedApril 15, 2021
Last Revised June 22, 2023

2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. The Board shall adopt a long-range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

The major goals of the District's school library media centers are:

A. To support and enrich the District's standards and benchmarks;

B. To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of literature;

C. To provide a comprehensive and coordinated collection of current and accurate resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;

D. To provide the appropriate technology and equipment for information retrieval, resource sharing, classroom instruction, and student and teacher use;

E. To promote and support the appropriate use of technology for accessing, interpreting and communicating intellectual content;

F. To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;

G. To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;

H. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

The District Administrator in collaboration with the District's library media specialist shall establish procedures related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests.

Reconsideration of School Library Materials

Parents of children attending school in the District and District residents may request formal reconsideration of the inclusion of specific material in a school library. Requests made under this policy relate to library materials only and not to curriculum-related materials. Complaints concerning curriculum-related materials, such as textbooks, are governed by Policy 9130 - Public Requests, Suggestions, or Complaints.

All requests for reconsideration of library materials under this policy shall be addressed as follows:

A. Concerns about specific library materials should be raised first with the library media specialist, then with the building principal, if necessary, in an effort to resolve the matter informally. If a satisfactory resolution is not reached, requests for consideration of removal of any library materials shall be submitted in writing to the District Administrator.

B. The request to the District Administrator shall be made in writing and shall include the following information:

1. author;

2. title;

3. publisher;

4. the individual's familiarity with the material;

5. for requests to reconsider materials, provide specific concerns upon which the request to reconsider is based. This should include a specific description of the offending material (e.g. contains content that is harmful to minors or prohibited under State law, violates the District's policy on nondiscrimination, is not age-appropriate or developmentally appropriate for the grade level for which the material is used, or some other specified reason). This should include specific references to the text of the material by page number and excerpted text if known.

C. A Reconsideration Committee will be appointed by the District Administrator, upon receipt of the formal complaint, which shall consist of the following members:

1. a building level administrator;

2. a teacher;

3. a school librarian.

D. The procedures for the Reconsideration Committee will be as follows:

1. The chairperson will be the building-level principal or designee. The secretary of the committee will be elected at the first meeting.

2. The committee shall read and/or examine the challenged resource, read the written reconsideration form, and read copies of the professionally prepared reviews and list of awards provided by the school librarian on the committee. The chairperson should forward these materials to the committee members prior to the committee's initial meeting or as soon thereafter as pertinent

materials become available.

3. The requestor may make an initial verbal presentation concerning the request or may choose to rely on the written request already submitted. The complainant is asked to provide sources for quotes used during this presentation.

4. During the initial or subsequent meetings, the committee will issue a majority approved recommendation to the District Administrator whether to retain the materials, move the resources to a different level, or remove the resource.

5. The committee's recommendation shall be reported to the District Administrator in writing following the committee's decision.

E. The District Administrator will bring the recommendation to the Board for review and a decision prior to any decision being communicated. The decision of the Board is final.

Material being reviewed based on a request under this policy shall remain available in the library during the review process unless the District Administrator determines that subject material does pose a threat of harm to students considering the grade level involved and provided the determination is not made solely because it presents ideas that may be unpopular or offensive to some. Any temporarily removed materials will be promptly returned if the final determination is to retain the material.

Criteria for the Selection of Materials

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The recommended purchase of library materials will be made by the library media specialist. The District Administrator will approve funds to be spent on materials.

The following criteria will be considered in reviewing suggestions for library materials or in evaluating whether to accept donations of materials. Some criteria may not apply in each situation and not all criteria need to be met in

order to acquire and incorporate library materials. Materials should:

A. support and enrich the curriculum and/or students' personal interests and learning;

B. meet high standards in literacy, artistic, and aesthetic quality; technical aspects; and physical format;

C. be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected;

D. incorporate accurate and authentic factual content from authoritative sources;

E. earn favorable reviews in reviewing sources viewed as authoritative by library professionals;

F. exhibit a high degree of potential user appeal and interest;

G. represent differing viewpoints on issues of interest;

H. provide a global perspective and promote cultural diversity and reflect the pluralistic nature of American society by including materials by authors and illustrators of all cultures;

I. include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (i.e. online databases, e-books, educational games, and other forms of emerging technologies) in accordance with technology software selection as per 7540.03 - Student Technology Acceptable Use and Safety Policy;

J. demonstrate physical format, appearance, and durability suitable for their intended use;

K. balance cost with need.

Selection is an ongoing process that should include removing materials that are no longer used or needed (weeding), adding materials, and replacing lost and worn materials that still have educational value.

Parental/Police Access to Library Information

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources, and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request (see Form 2416.01 F1), library records relating to the use of the library's documents or other materials, resources, or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that are pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in inter-library loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges and the Student Handbook.

Revised 10/20/22

Legal

43.70, 43.72, 121.02(1)(h) Wis. Stats.

PI 8.01(2)(h) and PI 9.03(1)(e)

Last Modified by Kayla Reichley on July 13, 2023

Library Budget

LTD - $138

Supplies - $825

Newspaper - $50

Computer Software - $1,500

Library Books (Common School Funds) - $20,304

Collection Analysis and statistic- Print and digital

Print & AudiovisualeBooks & Digital

Stockbridge School Library Collection
https://www.titlewave.com/titlewise/dispsingle?caid=4873326

Grades PK–12; 210 Students

APRIL 2, 2024

Prepared by

Stockbridge School, Librarian/Media Specialist
920-439-1159

Items in collection

11,335

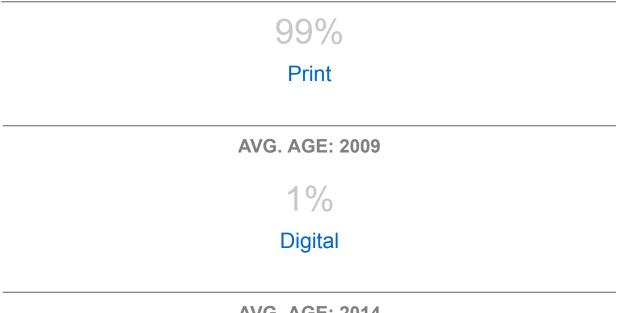
Average age

2009

GOAL: N/A

Items per student

54.0

Print, Audiovisual & Digital

Resource-rich school libraries play a key role in promoting both information literacy and reading for information and inspiration.

Physical vs. digital resources

99%

Print

AVG. AGE: 2009

1%

Digital

AVG. AGE: 2014

Fiction & Nonfiction

Reading comprehension requires more than just decoding and knowing the meanings of words — background knowledge is essential.

Literary vs. informational texts

31%

Fiction

AVG. AGE: 2011

44%

Nonfiction

AVG. AGE: 2008

Age-Sensitive Areas

Classification	Avg. Age	Items
Computer Science, Information & General Works	2011	73
Philosophy & Psychology	2008	91
Religion	2002	53
Social Sciences	2006	736
Language	2002	68
Science	2010	1,157
Technology	2009	810
Arts & Recreation	2010	727

Literature	1996	**364**
History & Geography	2007	**923**
	2008	5,002

Dig into the Dewey divisions by 10s

Fiction

Classification	Avg. Age	Items
General Fiction	2011	**3,546**
	2011	3,546

Other classifications

Classification	Avg. Age	Items
Biography	2002	**107**
Easy	2008	**2,589**
Paperback	—	—
Professional	2001	**43**
Reference	2000	**48**
Story Collection	—	—

	2008	2,787

Collection by year

Older
1970
1980
1990
2000
2010
2020

7500
6000
4500
3000
1500
0

Aged titles

24%

2,690 ITEMS

2019 and newer

10%

1,118 ITEMS

Collection by audience

K-3
3-6
5-8
YA
Adult
Prof.

5000
4000
3000
2000
1000
0

Diversity

Support an environment that values and promotes diversity, equity and inclusion.

Diverse titles in collection

3,879

Percent of collection

34%

Average age

2009

Explore diverse titles by topic

Social & Emotional Learning

Support the skills to be emotionally intelligent, establish relationships and make responsible decisions.

SEL titles in collection

3,959

Percent of collection

35%

Average age

2010

Circulation statistics and database usage reports- including Badgerlink

- - **Stockbridge school uses Destiny as their Opac System**
- - **Badgerlink is used for britannica , Novelist**
- - **I introduce Sora and Libby to students to use.**
- - **Exploring teachingbooks from badgerlink**

Library Snapshot

Circulations: Check out- 267

Lost - 42

Evidence of diversity and equity in materials and access

- **The stockbridge library Step One: Research the Community**

- **I used census data and other statistical information to get a good picture on the populations in my 4k - 12 grade community. Using tools like the U.S. Census Bureau, I learned a lot about the racial breakdown of my community. Around 100% of my area's children aged 4-10 identify as white, followed by around 0% identifying as Asian, 0% as Latinx, 0% as mixed race, and 0% as Black. Around 92.86% of my area's children aged 11-13 identify as white, followed by around 0% identifying as Asian, 0% as Latinx, 0% as mixed race, and 0% as Black.   Please note – even if my area's population was not this diverse, it would still be incredibly important for our collection to be diverse. All children need to see diversity in their stories.**

- **Weeded books record for 2023-2024 school year**

https://stockbridge.follettdestiny.com/backoffice/servlet/presentjobsummaryform.do?reportFileName=output/WeedingLogReportJob/100/WeedingLogReportJob72022.pdf&jobType=Library+Weeding+Log&showBreadcrumb=true

Weeded books- 247 books removed
Last year 50 books removed

Plans for the future to improve the high school and middle school books nonfiction and fiction
- **Weed old books that have not been circulated in 10 years.**
- **To improve the collection in the weakest areas according to the analysis.**
- **Looking at the analysis literature and social science is an area to improve**

Circulation statistics and database usage reports- including in badgerlinks

Library Program Curriculum
- District wide curriculum development is currently occurring. Instructional staff use Wisconsin Academic Standards and Benchmarks
- Formative and summative assessments are used for data to instruct students.
- Stem based learning and informational technology

Library program technology
- Media center has access to resources online through badgerlink and any other resources that are needed. Stockbridge school currently does not pay for any online services.

- Usage data-Students use chromebooks on a daily basis. Students are introduced to a variety of devices such as ipads, osmos, 3d printers, robotic materials etc.
- Replacement data- Chromebooks are replaced as needed. The library rotation of chromebooks is every 5 years. The library also has a rotation on teacher laptops that are bought as needed. The school buys 30 chromebooks every year and uses them where needed.

Use of space:
- The library is used for a board meeting once a month (per Stockbridge calendar) If groups would like to use the library there is a form in the office to fill out to reserve the library.
- Makerspace- in a library makerspace or maker program, patrons of varying ages can work together, alone, or with library staff on creative projects
- The library is staffed by a certified librarian.

Evidence of collaboration in your school district and community
- Once a month we meet as a staff for building meetings. The Librarian is involved with all meetings since the librarian teaches and interacts with all students from 4k-12 grades.
- The librarian collaborates with teachers, administrators, and technology staff members as needed.

Evidence of leading professional learning
- School or District professional learning facilitation
- The librarian teaches, coaches and mentors students and staff as needed.

Communication and advocacy efforts
- The staff in the library are promoting reading programs, stem nights, and a book fair. Students and staff can suggest books or anything that they would like to see in the library. Communication is a key in promoting literacy

Year End Reports
- The library added new books throughout the year.
- The library added new robotics lego kits that was a grant that Mrs. Parish was able to get.
- The library added 2 3D printers to the library that Mrs. Parish was able to get a grant for.
- The library added 10 new chromebooks and 1 laptops to the library

- Stem based learning in center based activities was the key of the library this year. Next year and years to come hoping to get more students to enjoy books by doing book talks of the new books.
- The library had 10,514 in circulation this year 4k-11 grade Staff was 3,250

SLO
Students will demonstrate growth when applying the engineering design process by using self assessment in a project.

Observation- When working with students in the stem based lessons I was seeing students who were giving up, not thinking they could achieve the goal of the lesson or engineering process. Most students needed help with problem solving and how to use the resources they had.

- When looking over the students' engineering process (I can brainstorm and make a plan, I can draw and build to create, I can ask questions, and solve problems. Students were struggling with this process and would need direction and help an what to do

PPG
I will be learning about the best practice to teach stem based learning. I will research the understanding of scientific inquiry, process skills, concepts and applications relative to stem areas. I will also be writing a library plan for the library. I will be learning the ins and outs of the library.